

# **General Standards of Accreditation for Institutions with Residency Programs**

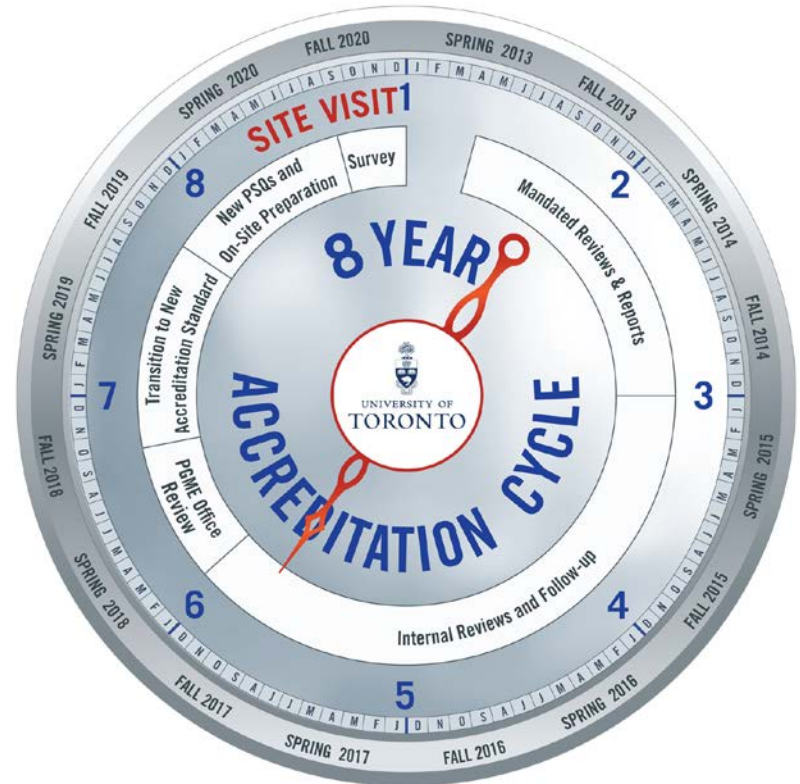
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Postgraduate Medical Education  
**UNIVERSITY OF TORONTO**

# Accreditation Updates

- Next accreditation on-site survey is Fall 2020
- New accreditation management system
- New Program Standards
- New Institution Standards



# Accreditation Standards (New 2017)

## STANDARDS ORGANIZATION FRAMEWORK

LEVEL	DESCRIPTION
Domain	Domains were defined by the Future of Medical Education in Canada-Postgraduate (FMEC-PG) Accreditation Implementation Committee to introduce common organizational terminology, to increase alignment of accreditation standards across the medical education continuum.
Standard	The overarching outcome to be achieved through the fulfillment of the associated requirements.
Element	A category of the requirements associated with the overarching standard.
Requirement	A measurable component of a standard.
Mandatory & Exemplary Indicators	<p>A specific expectation used to evaluate compliance with a requirement (i.e. to demonstrate that the requirement is in place).</p> <p>Mandatory indicators must be met to achieve full compliance with a requirement. Exemplary indicators provide improvement objectives beyond the mandatory expectations and may be used to introduce indicators that will become mandatory over time.</p> <p>Indicators may have one or more sources of evidence, not all of which will be collected through the onsite accreditation visit (e.g. external data, documentation within the program portfolio, etc.).</p>

# Domain: Institutional Governance

1. There is effective leadership for residency education
2. Residency programs are collaboratively overseen and supported by the postgraduate dean and postgraduate education committee
3. All learning sites contribute to resident learning and the achievement of accreditation standards for residency education

# Domain: Learners, Teachers and Administrative Personnel

4. Safety and wellness is promoted throughout the learning environment
5. Residents are treated fairly, and adequately supported through their progression through their residency program
6. Teachers are valued and supported in the delivery of residency programs
7. Administrative personnel are valued and supported in the delivery of residency programs

# Domain: Continuous Improvement

8. There is continuous improvement of the postgraduate structure and governance, and of residency programs
9. There is continuous improvement for the learning sites to improve the educational experience, ensuring the learning environment is appropriate, safe and conducive to preparing residents for independent practice

# EXAMPLE

**Requirement 4.1.3:** Residency education occurs in a safe learning environment.

**Indicator 4.1.3.2:** There are is an (are) effective centralized policy(ies) addressing residents' physical, psychological, and professional safety, including but not limited to: travel,

- i. patient encounters (including house calls),
- ii. after-hours consultation,
- iii. patient transfers (e.g., Medevac),
- iv. fatigue risk management, and
- v. complaint management

# IDENTIFYING GAPS AND SUPPORTING PROGRAMS

- Gap analysis for both institutional and program standards is underway
- Identify new areas
- Implement any needed changes for PGME (eg. resident safety guidelines)
- Workshops and supports for programs regarding new standards and Accreditation Management System
- Internal institutional review Fall 2018



# Questions ?

